

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

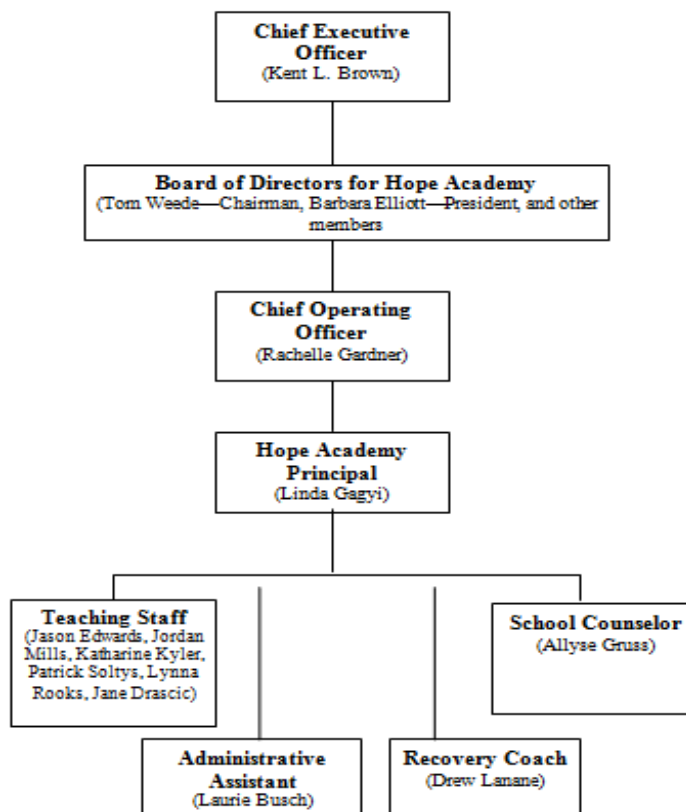
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						AS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

The Principal of Hope Academy (Hope) has over 29 years' experience as an educator, both as a teacher and a building level administrator. To support the school leadership team, Fairbanks Recovery Hospital (Fairbanks), the school's parent organization, also provides several organizational supports, including a Chief Operating Officer (COO), Chief Financial Officer (CFO), as well as recovery coaches and clinical specialists. Additionally, In the middle of the 2015-2016 school year, the board voted to move the Chief Operating Officer from a split Fairbanks and Hope position into full-time capacity at Hope Academy. The goal of this transition was to allow the COO, a nationally recognized leader in the recovery school space, to focus more of her energy on improving school enrollment.

This organizational structure allowed the Principal to be primarily responsible for Hope’s day-to-day academic, behavioral, and cultural programming, while the COO dealt with school operations. Additionally, the CFO monitored the school’s budget and overall financial health. While these roles were clearly articulated, the school’s difficulty with on time compliance reporting indicates potential lack of clarity in certain responsibilities.

In 2015-2016, both the Principal and the Chief Operating Officer worked consistently to build relationships with external stakeholders. For example, both were active in lobbying for increased recovery high school funding and have built relationships with a variety of key stakeholders, such as the Department of Child Services.

Organizational Chart



School leadership used data analysis to develop and guide certain strategic initiatives. For example, an enrollment coordinator was hired at the beginning of the school year to help improve the school’s referral base. The hiring of this role can likely be attributed to the increase in the school’s enrollment by the end of the school year. Additionally, the Principal discussed the impact of interventions on recovery progress with OEI and the board on a consistent basis.

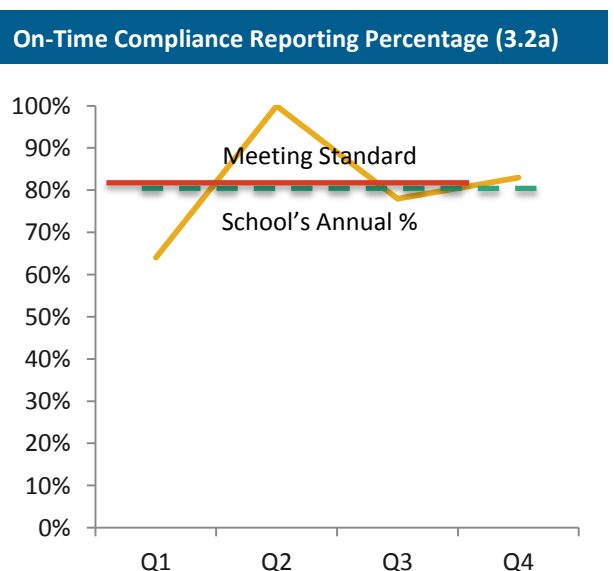
School leaders regularly communicated these updates with the school’s Board of Directors. For example, the COO frequently shared updates pertaining to the school’s Taste of Hope fundraiser and solicited feedback from the board on how to reach their fundraising goals. While the Principal shared recovery information with the board, academic information was discussed less often.

Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a **Meets Standard** for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS	AS				
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						AS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						AS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

In previous years, the Administrative Assistant was primarily responsible for collecting and submitting compliance documents to the Mayor's Office (OEI). However, the school experienced turnover at this position, resulting in the principal submitting the majority of compliance materials for the 2015-2016 school year. The transition in responsibilities resulted in less timely reporting from Hope Academy, as evidenced by the graph to the right.

While Hope Academy maintained compliance with all material sections of its charter, it had difficulty meeting its governance obligations in a timely manner. In meetings with OEI, the principal and



other members of the school leadership team actively engaged and maintained consistent communication between meetings. However, due to the decline in compliance reporting, Hope Academy receives an **Approaching Standard** for compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						AS

The board of directors at Hope Academy is experienced and provides competent oversight of the school. The board is comprised of individuals with experience in addiction recovery, education, business, law, healthcare and finance. In an effort to ensure alignment, several directors also serve on the Fairbanks board.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing opportunities for academic achievement, sobriety, and personal growth for students who struggle with addictions. The board demonstrated this understanding by partaking in numerous recovery-focused conversations and by actively building relationships with key players in the recovery community.

Fairbanks has financially supported Hope Academy since its inception, and has communicated that this relationship will continue into the future. However, Fairbanks requested that Hope Academy produce a long-term sustainability plan in school year 2015-2016. The board and school leaders were transparent in their communication to OEI in this process and provided frequent updates during quarterly meetings regarding its status and implementation.

The board and school leaders continued to recognize that one of Hope's most significant challenges was meeting the school's enrollment targets. In school year 2014-2015, the board set up an enrollment and marketing committee. This committee has since worked closely with the newly hired enrollment coordinator to monitor progress on enrollment initiatives throughout the year. This, in combination with the mid-year change in the COO's responsibilities, resulted in enrollment gains for the school by the spring.

Skill Sets Represented on Board

Education



Business



Legal



Healthcare



Finance



Board Overview

Hope Academy, The Recovery High School at Fairbanks, Inc. holds the charter for Hope High School.

13 **majority**
Members **# Required for Quorum**

The Hope board meets bi-monthly.

Hope High School partners with Fairbanks Hospital to provide services that promote a safe, sober, restorative, and challenging school experience for students recovering from alcoholism and/or drug addiction.

The board was transparent in communicating potential conflicts of interest. In particular, the board was proactive in communicating that the board chair, a partner at a local law firm, had recused herself from any activity or discussion pertaining to her law firm's representation of Hope Academy. Additionally, with directors serving on both boards, Hope Academy and Fairbanks have developed MOUs to clearly delineate the services Fairbanks provides. These MOUs have proactively prevented any conflicts of interest from arising thus far.

The Principal, COO, and CFO maintained consistent communication with one another, the board, and the Mayor's Office (OEI). Additionally, the board offers guidance and expertise on a variety of initiatives. For example, the board frequently collaborated with school leadership over fundraising strategy and also provided consistent feedback on enrollment and marketing efforts. Overall, both the board and the school are effective in communicating updates and concerns with OEI.

Regarding governance operations, the board maintained compliance with its bylaws throughout the course of the year. Meetings were held as scheduled and consistently met quorum, with an average of 11 out of 13 directors present at each meeting. Directors received board packets in advance and received updates from the school leadership team as well as from established committees. All board members were regularly engaged in school updates and progress and demonstrated their commitment to the school by offering their insights and experience on a regular basis.

The board consistently posted notices of the meetings prior to convening, and clear and concise minutes were taken and available upon public request. However, the board often had predetermined agendas at each meeting that were not necessarily posted with the meeting notice. Due to this, the board was not entirely in compliance with Indiana Open Door Law.

Due to the consistent leadership and stewardship of the board of directors, Hope receives a **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The Hope board held bi-monthly meetings in which stakeholders, including the Principal, COO, CFO, and other relevant staff members provided updated reports. Additionally, it was evident that the board was kept apprised of necessary updates from school leaders between board meetings.

Annually, the COO provides an evaluation for the principal and frequently meets with her to review and discuss progress and to develop action plans if necessary. As an employee of Fairbanks, the COO is evaluated by her supervisor through Fairbanks. Additionally, at the close of the year, the board reviews and approves the salaries for all Hope employees. While school leaders created a dashboard to monitor progress on certain strategic priorities, the board had yet to implement a formal method to assess its own performance, prohibiting the board from objectively gauging its own progress at the close of the year.

All meetings and observed interactions between the board and staff were respectful and professional. Board members regularly asked questions, provided feedback, and engaged with the school leadership in a way that demonstrated a consistent commitment to school improvement. For these reasons, Hope receives a **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS	MS				
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS

	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community	ES
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In 2015-16, Hope's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Hope's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Additionally, since the school is housed in the same facility as the Fairbanks Recovery Hospital, it is uniquely positioned to serve its mission and students effectively. Accordingly, the school receives a Meets Standard for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard		The school does not meet standard on either school-specific non-academic goal.				
	Approaching standard		School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific non-academic goals				
3.6 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	N/A	MS	AS				
Sub-indicator Ratings	Sub-indicators						Rating
	The Recovery School at Fairbanks will secure a high quality educational team that will enable the school to achieve program stability, as measured by fall-to-fall teacher retention.						AS
	Parents will demonstrate satisfaction with the school's programming and operation by rating the school between 2.5 and 3.0 out of 4.0 on the parent satisfaction survey.						N/A

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2015-16 school year, Hope set its first non-academic goal around teacher retention. The school reported that its fall-to-fall retention rate was 80%. Therefore, the school receives an Approaching Standard on this goal.

Hope set its second goal around parent satisfaction. The school was ultimately unable to collect this data for the 2015-16 school year and therefore was not assessed on this non-academic goal.

Overall, due to the ratings of the individual goals above, Hope receives a rating of Approaching Standard on this indicator for the 2015-16 school year.